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ABSTRACT

This workbook, aimed at students in the middle grades, was developed to help students plan for their futures. The workbook consists of three parts. Part 1 leads students to explore the world of careers. It includes information on career clusters and what workers in each type of cluster do. It also includes information on volunteer work and home duties. Part 2 helps students to discover their skills, relating academic skills to job skills. The third part of the workbook covers ability, effort, and achievement, time management skills, and setting goals for making dreams come true. Throughout the workbook, students gain self-knowledge and career information through exercises and examples. The workbook is profusely illustrated with black and white drawings. (KC)

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Dream Catchers



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Norene Lindsay

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Grade _____

School _____

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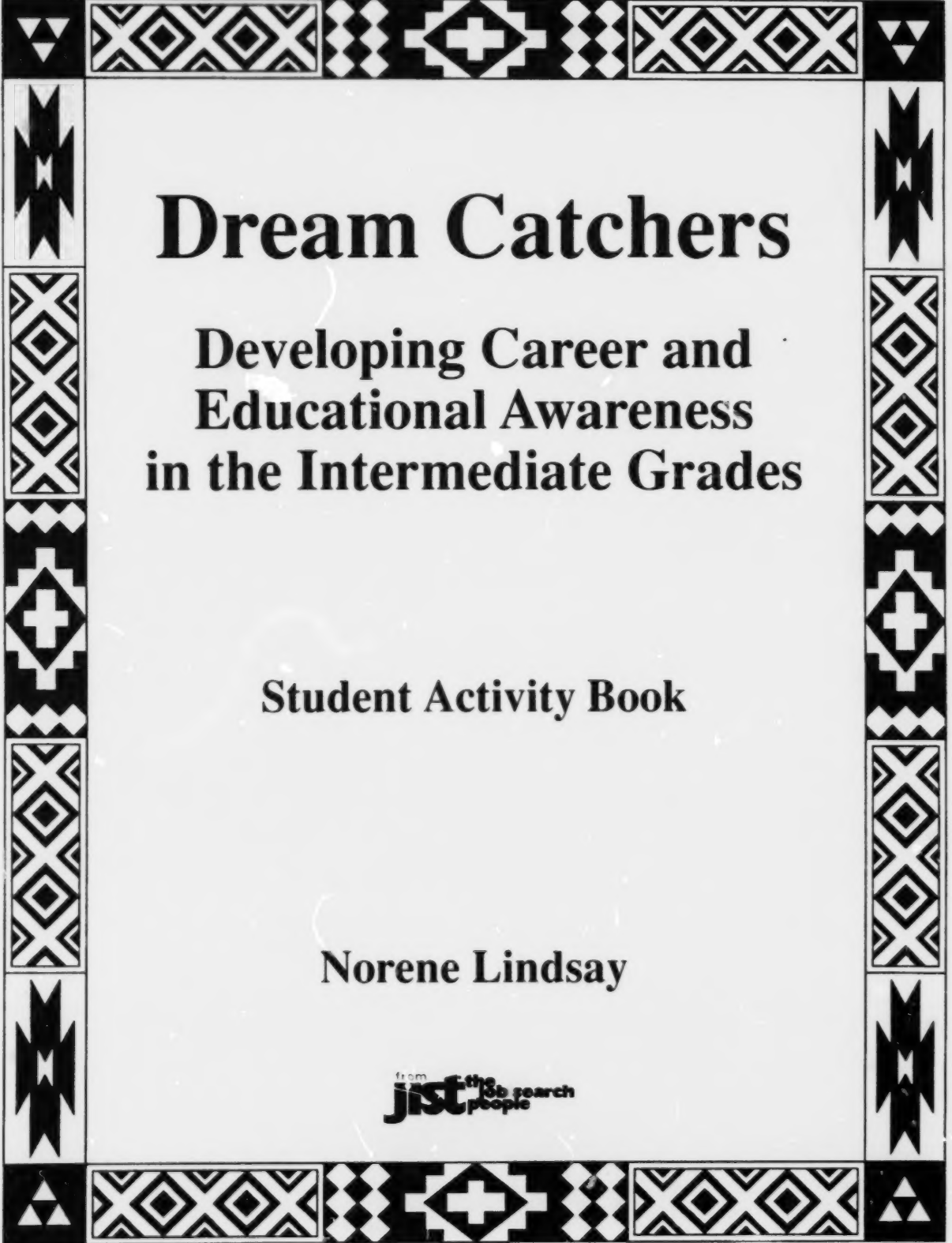
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Dream Catchers

**Developing Career and
Educational Awareness
in the Intermediate Grades**

Student Activity Book

Norene Lindsay

from
just the job search
people

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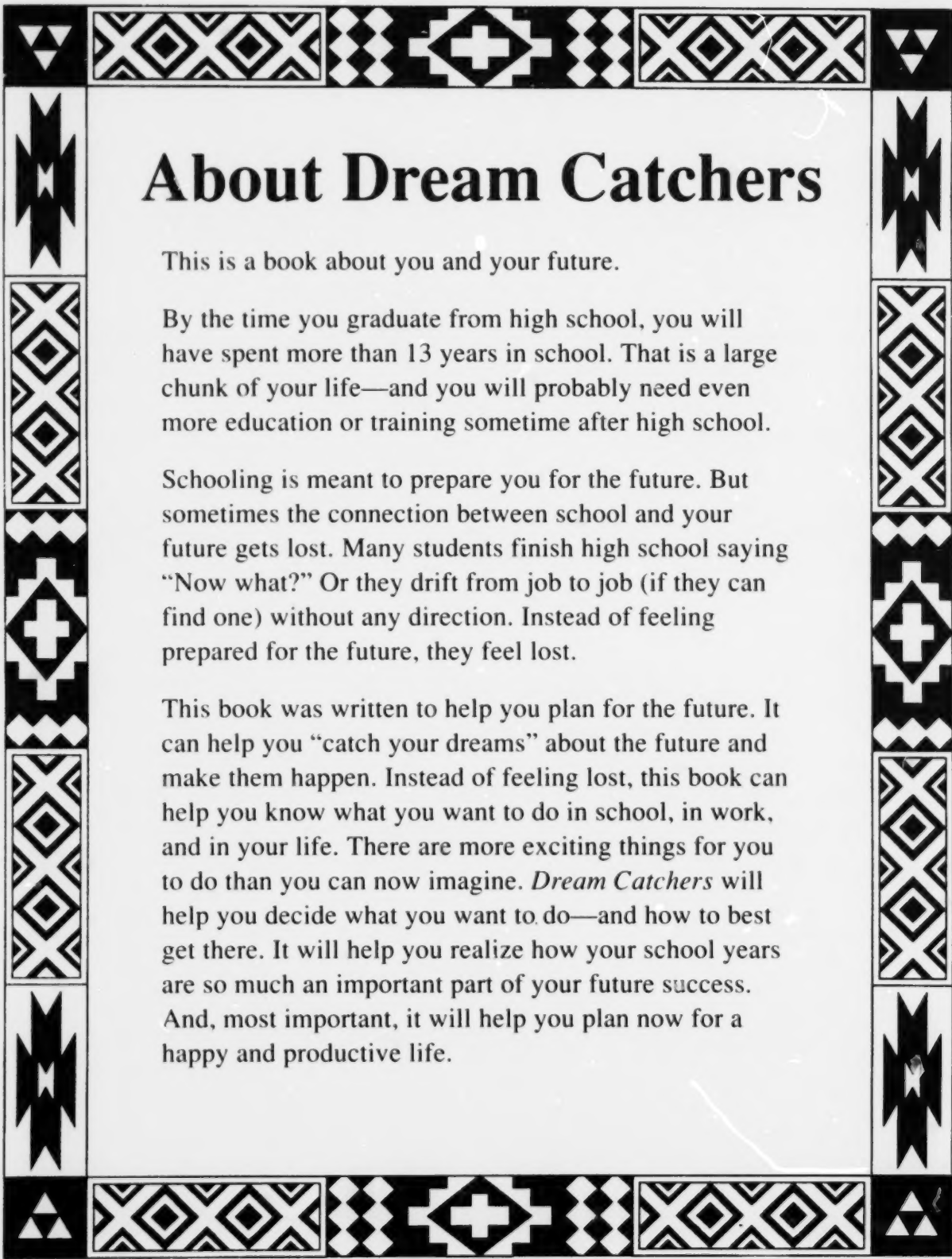
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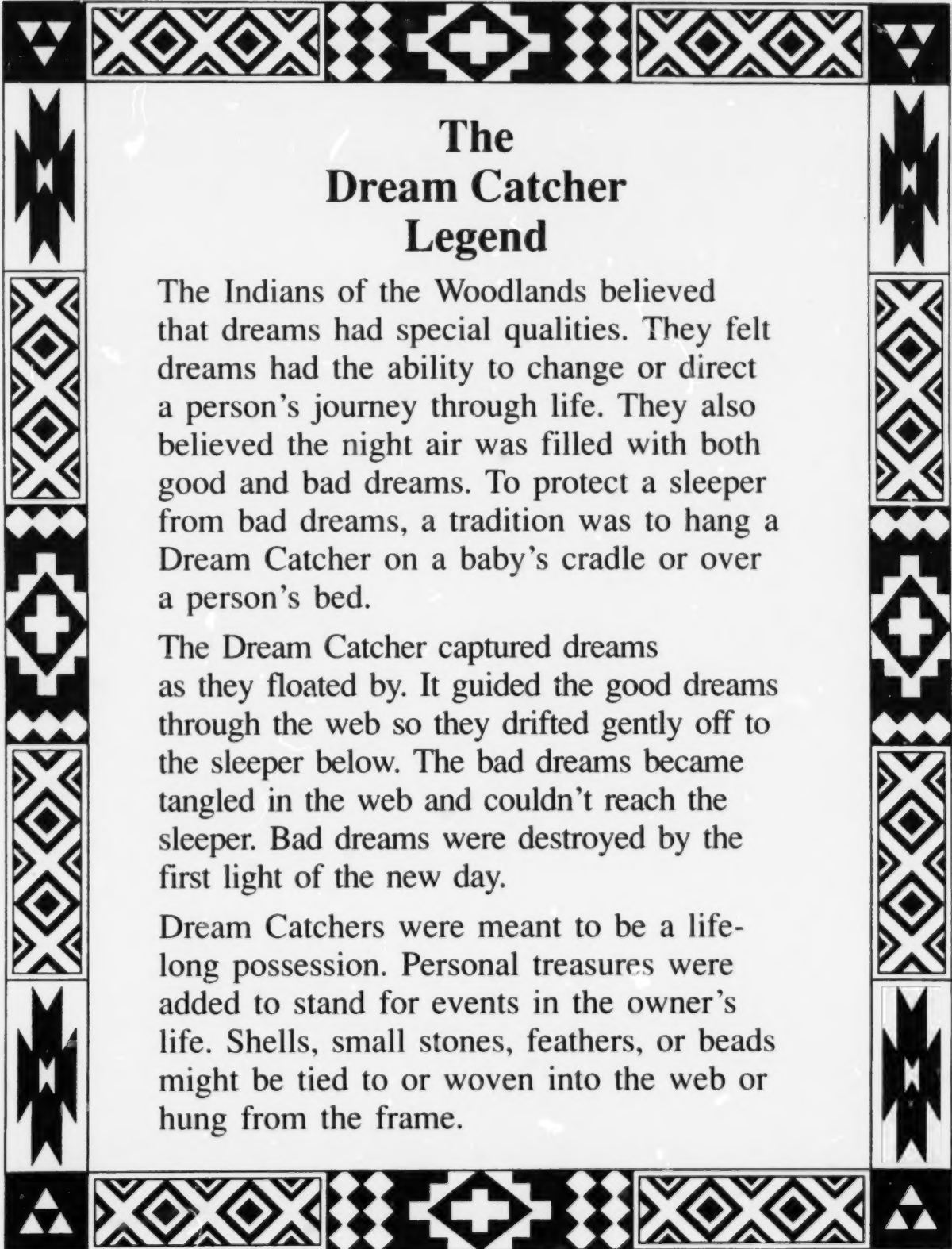
About Dream Catchers

This is a book about you and your future.

By the time you graduate from high school, you will have spent more than 13 years in school. That is a large chunk of your life—and you will probably need even more education or training sometime after high school.

Schooling is meant to prepare you for the future. But sometimes the connection between school and your future gets lost. Many students finish high school saying “Now what?” Or they drift from job to job (if they can find one) without any direction. Instead of feeling prepared for the future, they feel lost.

This book was written to help you plan for the future. It can help you “catch your dreams” about the future and make them happen. Instead of feeling lost, this book can help you know what you want to do in school, in work, and in your life. There are more exciting things for you to do than you can now imagine. *Dream Catchers* will help you decide what you want to do—and how to best get there. It will help you realize how your school years are so much an important part of your future success. And, most important, it will help you plan now for a happy and productive life.

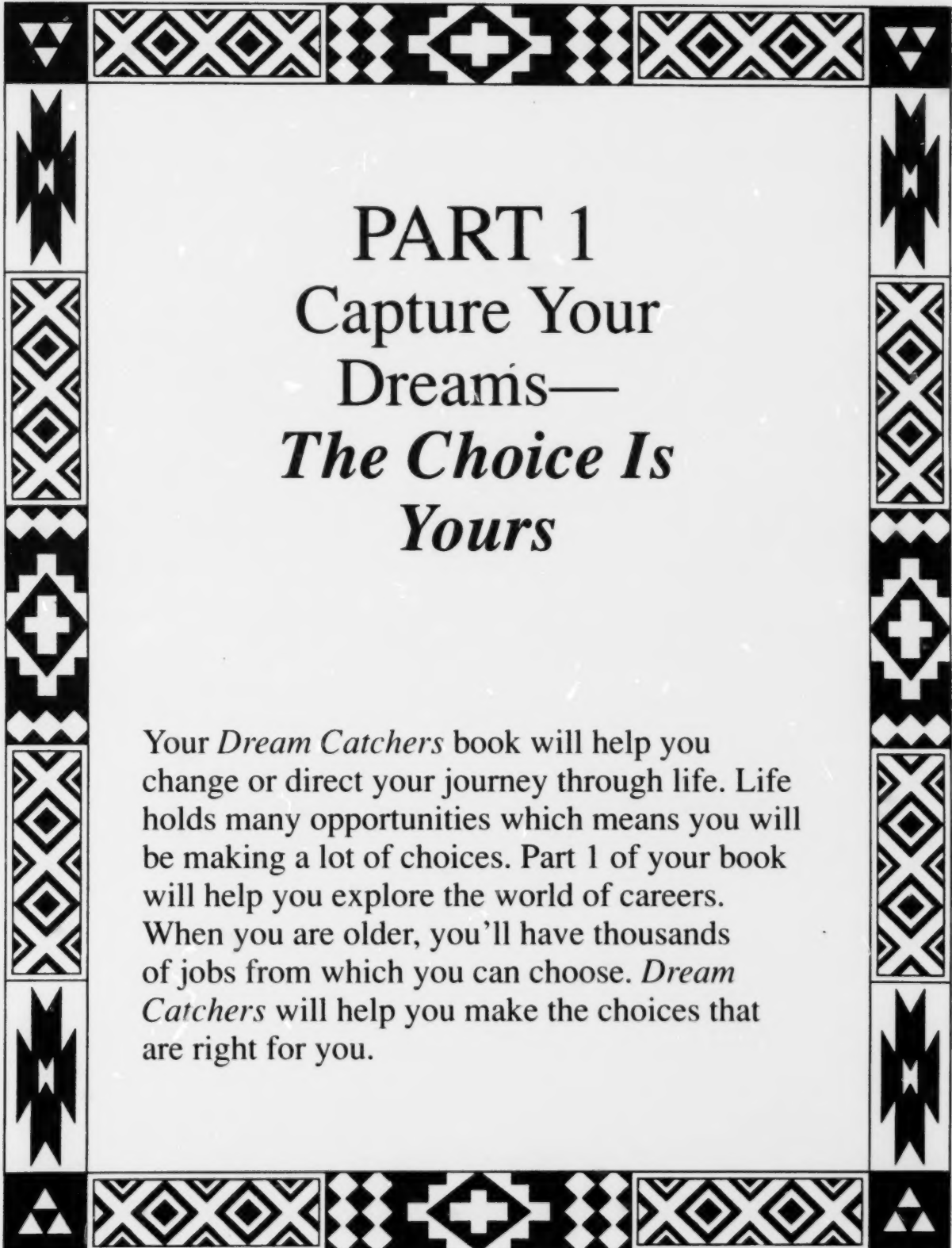


The Dream Catcher Legend

The Indians of the Woodlands believed that dreams had special qualities. They felt dreams had the ability to change or direct a person's journey through life. They also believed the night air was filled with both good and bad dreams. To protect a sleeper from bad dreams, a tradition was to hang a Dream Catcher on a baby's cradle or over a person's bed.

The Dream Catcher captured dreams as they floated by. It guided the good dreams through the web so they drifted gently off to the sleeper below. The bad dreams became tangled in the web and couldn't reach the sleeper. Bad dreams were destroyed by the first light of the new day.

Dream Catchers were meant to be a life-long possession. Personal treasures were added to stand for events in the owner's life. Shells, small stones, feathers, or beads might be tied to or woven into the web or hung from the frame.

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PART 1

Capture Your Dreams— *The Choice Is Yours*

Your *Dream Catchers* book will help you change or direct your journey through life. Life holds many opportunities which means you will be making a lot of choices. Part 1 of your book will help you explore the world of careers. When you are older, you'll have thousands of jobs from which you can choose. *Dream Catchers* will help you make the choices that are right for you.

What Is a Cluster?

A cluster is a group of things that are put together because they are alike in some way. Understanding clusters can be very helpful when you are learning about new things. To understand how clusters work, play the cluster game below.

Name That Cluster!

DIRECTIONS: Give a name to each cluster below.

THINGS IN THE CLUSTER						CLUSTER NAME
1.	Apple	Orange	Banana	Grape	Pear	
2.	Dog	Cat	Hamster	Goldfish	Bird	
3.	Nose	Eye	Ear	Lips	Chin	
4.	Mom	Dad	Aunt	Brother	Cousin	
5.	Shoes	Jeans	Sweater	Hat	Gloves	
6.	Bark	Trunk	Leaves	Branches	Roots	
7.	Pronouns	Verbs	Adjectives	Adverbs	Nouns	
8.	New York	Miami	Los Angeles	Chicago	Detroit	
9.	Ice Cream	Pie	Cake	Cookies	Pudding	
10.	Brush	Paints	Canvas	Easel	Paper	

Compare your cluster names with names others in your class used. Does anyone have names different from yours? Are their names "right" too? Can you pick the "best" name? Why do you think it is the best?

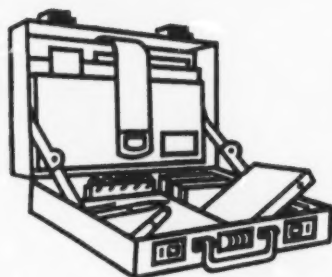
Discovering Career Clusters

There are over 12,000 different job titles in this country. How can you learn about so many? To make learning easier, jobs are put in clusters. They are called "career clusters." Jobs are put in a specific career cluster because the type of work is alike in some way. The descriptions below will show you what type of work is done in each cluster. Read them to discover how the jobs are alike.



Agriculture and Natural Resources Cluster

In this cluster, people breed, grow, care for and gather plants and animals and their products. They also catch, hunt, and trap animal life. They may do work like: 1) farm to grow crops 2) raise cattle or other animals 3) grow, care for, and harvest forests 4) grow plants in a greenhouse 5) catch fish.



Business and Marketing Cluster

In this cluster, people have jobs that keep businesses running every day. They may do work like: 1) make plans 2) give directions to other people 3) sell things 4) talk to customers 5) type letters and reports 6) work on computers or other business machines 7) keep track of money.



Communication, Art, and Design Cluster

In this cluster, people create things to express ideas, thoughts or feelings. They may do work like: 1) draw pictures by hand or on a computer 2) write stories or newspaper articles 3) take photographs 4) act in a play or movie 5) play music or sing 6) arrange flowers 7) talk on TV or radio.



Construction and Production Cluster

In this cluster, people build, fix, and make things. *Construction workers* may do work like: 1) build houses, buildings or bridges 2) put in plumbing 3) fix roads 4) drive bulldozers. *Production workers* may do work like: 1) put cars together 2) take coal out of mines 3) make tools 4) build furniture.



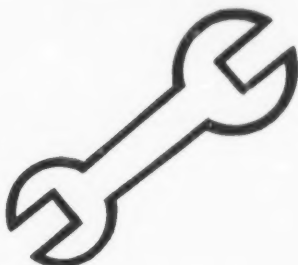
Education, Human Services, and Personal Service Cluster

In this cluster, people teach or help other people. *Education workers* may do work like: 1) teach children or adults 2) help people find books in a library. *Human services workers* may do work like: 1) listen to people's problems and try to help solve them 2) help people understand the law. *Personal service workers* may do work like: 1) cut or style hair 2) take care of lawns 3) prepare food 4) guard or protect people or things 5) fight fires.



Health Cluster

In this cluster, people try to prevent illness. They also take care of people or animals who are sick. They may do work like: 1) take care of sick people in a hospital or at home 2) give shots 3) make medicine 4) fix teeth 5) run tests in a lab 6) take X-Rays 7) give eye and hearing tests.



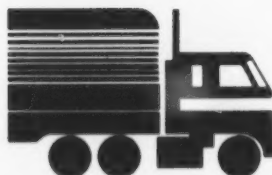
Repairers And Mechanics Cluster

In this cluster, people fix and take care of all kinds of big and small machines. They may do work like: 1) repair dents in cars and trucks 2) check airplane engines 3) fix broken electronic equipment, TV's or VCR's 4) repair robots or computers 5) put in electric power lines 6) fix machines in a factory 7) repair watches.



Science and Technology Cluster

In this cluster, people do scientific research to discover, collect, and analyze knowledge. They use this knowledge to solve problems or invent new things. They may do work like: 1) try to find a cure for a disease 2) test food for safety 3) improve airplane designs 4) discover ways to stop pollution 5) invent new products or things 6) predict earthquakes.



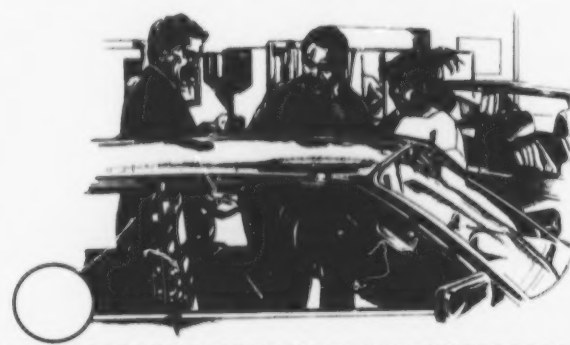
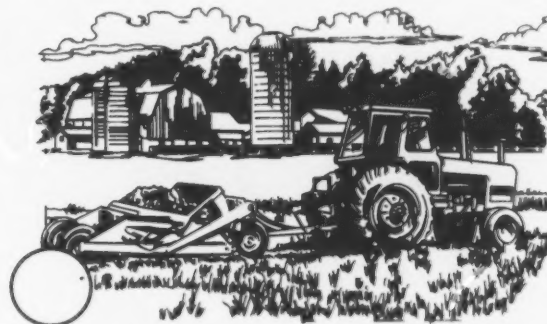
Transportation Cluster

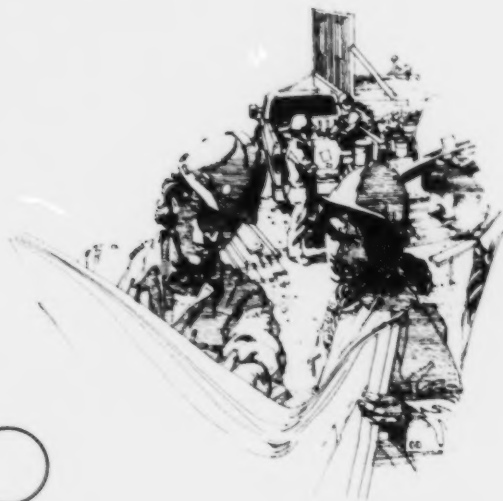
In this cluster, people move people or things from one place to another. They may do work like: 1) drive a taxi, bus, truck or train 2) fly an airplane 3) help passengers on an airplane, ship, or train 4) guide planes from a control tower 5) move boxes and large objects 6) load or take things off a ship.

Find the Right Career Cluster

DIRECTIONS: These pages show people working at different jobs. Match the job with the correct career cluster. Put the right career cluster number in the circle by each picture. You may use a career cluster name more than once. You can use the cluster descriptions on pages 2 and 3 for help.

1. Agriculture and Natural Resources
2. Business and Marketing
3. Communication, Art, and Design
4. Construction and Production
5. Education, Human Services, and Personal Service
6. Health
7. Repairers and Mechanics
8. Science and Technology
9. Transportation

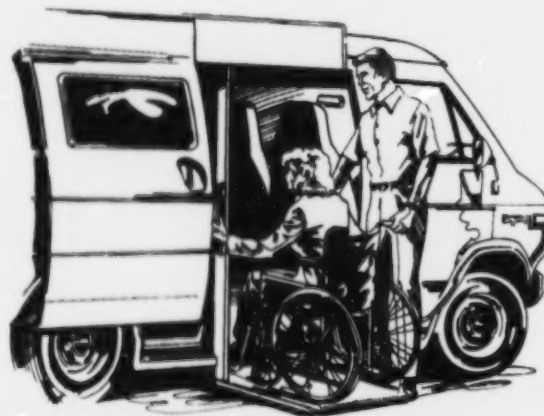




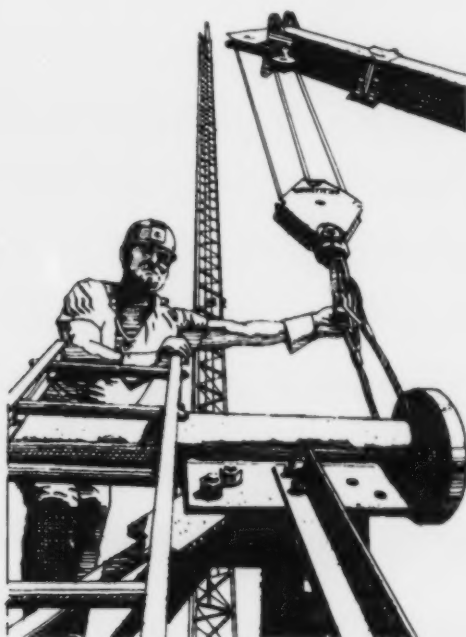
Discovering Data, People, and Things

Jobs can be put in other kinds of clusters too. You just put jobs into clusters by the type of work people do. Another way is to put jobs into groups by who or what people work with most of the time. These groups are:

1. PEOPLE AND ANIMALS: In this group, people work every day with other people or animals. Their jobs involve helping or serving people or animals. For example, a nurse, a teacher, a taxi driver, a salesperson, a zoo keeper or a veterinarian all have jobs where they work with people or animals.



2. THINGS AND MACHINERY: In this group, people work every day with things or machinery. Their jobs involve working with things that are not alive. For example, a carpenter, a factory worker, an automobile repair person, a laboratory scientist, or a computer operator all have jobs where they work with things or machinery.

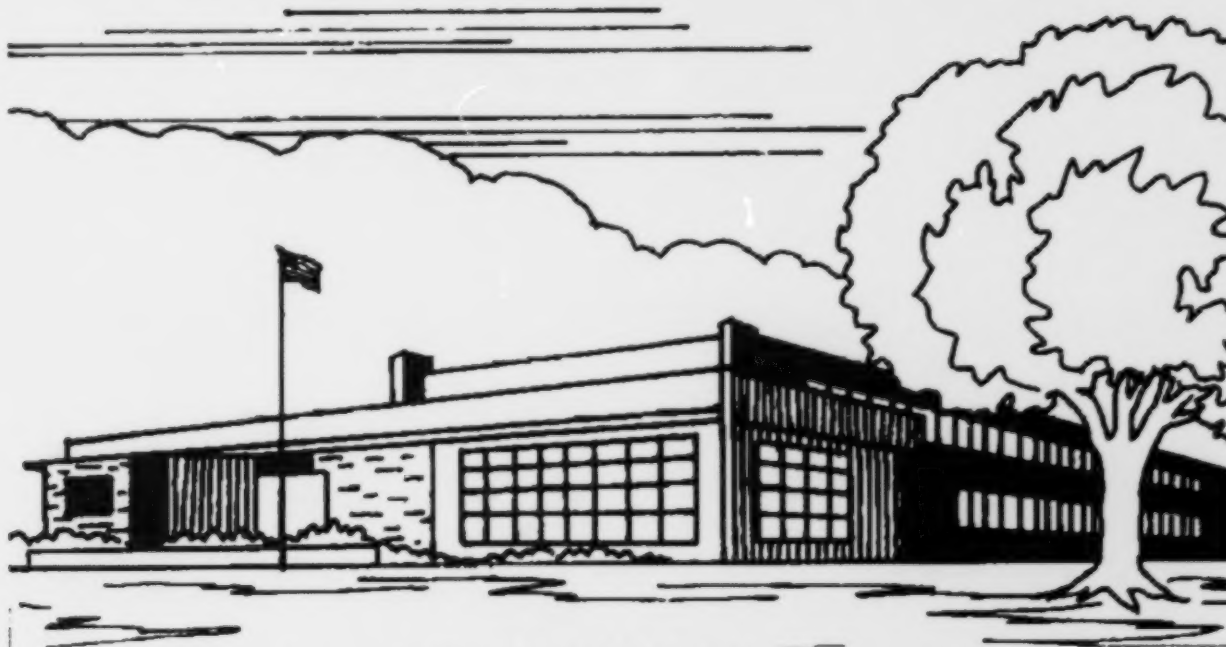


3. DATA: In this group, people work every day with information and facts. They may explain, collect, organize or study information. For example, a newspaper editor, a police artist, a chemist, a weather person, or a safety inspector all have jobs where they work with information and facts.

NOTE: Some people work gathering information and facts that they use in new or creative ways. We describe this activity as having ideas. For example, a writer, an artist, an inventor, or a designer all have jobs where they use data in creative or new ways.



Working with People

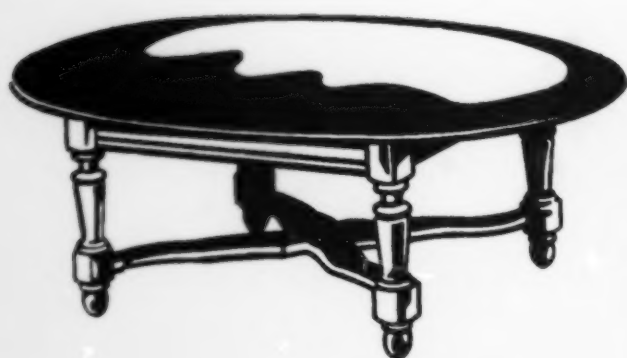


A school is a place where you find lots of "PEOPLE" jobs. Many of the workers at your school have jobs where they work with other people.

DIRECTIONS: On the lines below, write sentences to describe all the different kinds of "PEOPLE" jobs you can think of at your school. Give the job a name if you can. An example is done for you.

DESCRIBE "PEOPLE" JOBS	JOB NAME
The nurse helps students when they're sick.	Nurse

Working with Things and Machinery



You know that a table can be made of wood. You also know that wood comes from trees. But how does a tree become a table? Lots of people who work with "THINGS and MACHINERY" are needed to change a tree into a table.

DIRECTIONS: On the lines below, write sentences to describe all the different kinds of "THINGS and MACHINERY" jobs you can think of to turn a tree into a table. Give the job a name if you can. An example is done for you.

DESCRIBE "THINGS AND MACHINERY" JOBS	JOB NAME
People cut down trees.	Logger

Working with Data



Do you know what a meteorologist is? You've seen one on TV. A meteorologist is the weather person who predicts what the weather will be. Meteorologists have "DATA" jobs. They have to collect facts and information about the weather. Then they organize and study the information to predict the weather. Some meteorologists study the weather in an area for a whole year. Then they can say what the climate is in that area.

DIRECTIONS: Pretend you are a meteorologist. You have to collect data about the weather where you live every day for a year. On the lines below, write the different kinds of data you might collect. An example is done for you.

WHAT "DATA" WOULD YOU COLLECT?

How fast the wind blows every day

Discovering Working Conditions

DIRECTIONS: Think of some things you do inside and outside each day. Describe them on the lines below.

THINGS I DO INSIDE	THINGS I DO OUTSIDE

Would You Rather Work Inside or Outside?

Another way to way to put jobs into groups is by their "Working Conditions." For some jobs, people work inside buildings or things (such as planes or buses) that protect them from the weather. For other jobs, people work outside in all kinds of weather. Working inside or outside are two of the "working conditions" of a job. Other working conditions include both inside and outside, noise level, temperature, and safety.

DIRECTIONS: Read the names of the jobs below. Decide if these workers spend most of their time inside or outside. Write "Inside" or "Outside" on the line next to the job.

JOB	INSIDE OR OUTSIDE?
1. Mail Carrier	
2. Secretary	
3. Airplane Pilot	
4. Bus Driver	
5. Farmer	
6. Lawyer	
7. Roofer	
8. Forest Ranger	
9. Telephone Line Repairer	
10. Librarian	

Who Will You Work For?

Another career choice you will make is who you will work for. You can either work for others or you can work for yourself.

- **EMPLOYEES:** People who work for others are called employees. They may work in businesses like stores, factories, or offices. Employees also work in institutions (places like schools or hospitals). Employees work for the government too.
- **SELF-EMPLOYED:** People who work for themselves are called self-employed. They own their own business. They find customers to sell their products or services to. They have to keep all the business records. Some people who are self-employed work alone. Others have to hire people to help them with all the work.

DIRECTIONS: Read the job descriptions below. Decide if the worker is an employee or self-employed. Write the correct answer on the line next to the description. The first one is done for you.

JOB DESCRIPTION	EMPLOYEE OR SELF-EMPLOYED?
1. Sung Lee writes children's books. He works at home on his computer. Then he tries to sell his books.	self-employed
2. Crystal owns a TV repair business. People bring their TV's to her to fix.	
3. Tavio works in a department store. He manages the Men's Clothing Department.	
4. Robert is a nurse. He takes care of sick people at Memorial Hospital.	
5. Jana is a beautician. She works in a beauty shop and cuts and styles other people's hair.	
6. Duane is a salesperson. He sells tires for United Tire Company.	
7. Nadine owns her own truck. People hire her to move things from one city to another.	
8. Maria is a legal secretary. She works for lawyers at Ranney and Wright, Inc.	
9. Dylan is a special education teacher. He teaches physically challenged children.	
10. Nicole is a photographer. She owns her own studio. She takes pictures for schools, weddings and family portraits.	

The Freedom to Choose

People used to think that some jobs were only for men and other jobs were only for women. But that idea is changing! Now, women and men are free to choose careers because they have the skills, interests, and abilities for the job.

DIRECTIONS: Read the job descriptions below. They explain what skills, interests and abilities a person needs for a certain job. Then answer the questions that follow.



POLICE CHIEF—A Police Chief directs all the activities in a police department.

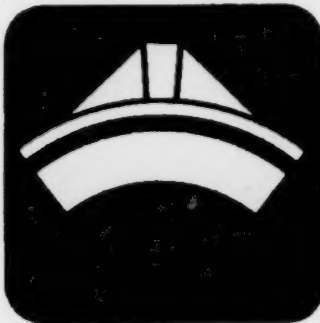
Do You Like: Making decisions, working on problems until they are solved, supervising and working with people, working with information, and solving problems?

Can You: Evaluate lots of information, motivate people to work hard, communicate clearly in talking and writing, make decisions, be free from prejudice of all kinds?

Physically, Can You: Put in long hours at work, see, and hear well, and be able to handle lots of stress?

Could either a woman or man be a Police Chief? _____

Why do you feel that way? _____



REGISTERED NURSE—Registered Nurses take care of and treat people who are sick. They also educate people on how to stay healthy.

Do You Like: Working with people, doing scientific and technical tasks?

Can You: Get along with other people, follow rules carefully, communicate well in talking and writing, visualize drawings as real objects, be able to respond correctly in an emergency?

Physically, Can You: Lift or carry heavy objects, see and hear well, be able to distinguish different colors, have good eye-hand-finger coordination, use fingers and hands easily and skillfully, stand for long periods of time?

Could either a man or woman be a Nurse? _____

Why do you feel that way? _____

Discovering Careers

So far, in Part 1, you've learned a lot about how jobs can be described. Now we're going to put your new knowledge to work. Your next activity is to gather information (a Data job!) about different careers. How can you find information about careers? You have several choices:



Interviews

You can talk to family members, relatives, people in your neighborhood, school, and community about their jobs.



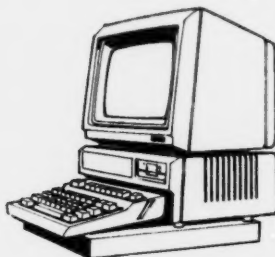
Books

Many books are written that describe jobs. Your teacher or librarian can help you find them.



Write Letters

Many business and professional organizations will send you career information if you write and ask for it. Your teacher or librarian can help you find addresses.



Computer Software

Some schools and libraries have career exploration software. If your school has software, your teacher will show you how to use it.

Career Data Worksheet

DIRECTIONS: As a class activity, interview your teacher and fill out this worksheet. You may be assigned more career research. Your teacher will help you decide where to get your information.

Name: _____ Date: _____

Source of Information: _____

Job Title: _____

What career cluster does this job belong in? _____

Is the work mostly with People, Things and Machinery, or Data? _____

What are the working conditions? Describe the workplace. _____

Would you likely be an employee or self-employed? _____

Describe the kind of work done on this job. _____

Describe the skills needed for this job. _____

Where can the skills for this job be learned? _____

Can either a woman or man do this job? (Yes or No). Explain your answer. _____

Some Careers to Research

If you are going to do more career research, the list of jobs on these two pages can help you get started. The jobs are organized by career cluster. They are only examples. These examples were picked because over 85 percent of all U.S. workers are employed in one of these jobs. But many other jobs exist for each cluster.

Agriculture and Natural Resources Cluster

Agronomist
Animal Breeder
Animal Scientist
Conservation Scientist
Crop Farmer
Dairy Farmer
Dairy Scientist
Fishing Boat Captain
Fishing Boat Captain's Mate
Forester
Horticulturist
Livestock Farmer
Logger
Poultry Farmer
Range Manager
Soil Conservationist

Business and Marketing Cluster

Accountant
Bank Teller
Bookkeeper
Buyer
Computer Programmer
Court Reporter
Credit Clerk
Employment Interviewer
Financial Manager
Insurance Claims Examiner
Insurance Salesperson
Legal Assistant
Property & Real Estate Manager
Real Estate Agent
Travel Agent
Word Processor

Communication, Art and Design Cluster

Actor/Actress
Camera Operator
Commercial Artist
Dancer/Choreographer
Designer
Film Developer
Industrial Designer
Landscape Architect
Musician
Newscaster
Photographer
Public Relations Specialist
Radio and TV Announcer
Reporter
Technical Writer
Writer/Editor

Construction and Production Cluster

Apparel Worker
Assembler
Boilermaker
Bricklayer
Butcher
Carpenter
Dental Lab Technician
Electrician
Insulation Worker
Plasterer
Plumber
Printing Press Operator
Roofer
Sheet-Metal Worker
Stationary Engineer
Welder

Education, Human Service, and Personal Service Cluster

Animal Caretaker
Barber/Cosmetologist
Counselor
Firefighter
Flight Attendant
Food Services Manager
Gardener and Groundskeeper
Human Services Worker
Lawyer
Librarian
Police Officer
Psychologist
Recreation Worker
Social Worker
Teacher
Urban Planner

Health Cluster

Clinical Lab Technologist
Dental Hygienist
Dentist
Dietitian
EEG Technologist
Emergency Medical Technologist
Home Health Aide
Medical Records Technician
Nuclear Medicine Technologist
Nurse
Occupational Therapist
Pharmacist
Physical Therapist
Physician
Radiologic Technologist
Veterinarian

**REPAIRERS AND
MECHANICS CLUSTER**

Aircraft Mechanic
Automotive Body Repairer
Automotive Mechanic
Communications Equipment
Mechanic
Computer and Office Machines
Repairer
Elevator Installer
Farm Equipment Mechanic
General Maintenance Mechanic
Heating/Cooling Mechanic
Industrial Machine Repairer
Line Installer/Cable Splicer
Millwright
Musical Instrument Repairer
and Tuner
Small Engine Mechanic
Telephone Installer and Repairer
Vending Machine Mechanic

**SCIENCE AND
TECHNOLOGY CLUSTER**

Biological Scientist
Biological Technician
Broadcast Technician
Chemist
Chemical Technician
Civil Engineer
Drafter
Electrical Engineer
Engineering Technician
Geologist
Industrial Engineer
Mathematician
Mechanical Engineer
Meteorologist
Science Technician
Surveyor

**TRANSPORTATION
CLUSTER**

Air Traffic Controller
Aircraft Pilot
Bus Driver
Crane and Tower Operator
Dispatcher
Grader and Bulldozer Operator
Industrial Truck and Tractor
Operator
Locomotive Engineer
Operating Engineer
Railroad Brake, Signal, and
Switch Operator
Railroad Conductor/Yardmaster
Sailor and Deckhand
Ship Pilot
Taxi Driver and Chauffeur
Transportation Manager
Truck Driver

Another Kind of Work

You've been learning about careers so far in this book. Now you're going to look at another kind of work. The short stories below are all about a special type of worker.

DIRECTIONS: Read the stories and then see if you can guess how these workers are alike.



Meet Rhonda

Rhonda is in 6th grade. She works as a teacher's helper at her school. Three times a week, she helps students in Mrs. Williams' kindergarten class. Rhonda does many different things. She reviews the alphabet and numbers with students. She reads stories to them and helps supervise games and art work. Rhonda also helps Mrs. Williams grade papers, prepare class materials, and decorate bulletin boards. Rhonda really likes to spend her time helping Mrs. Williams. She enjoys working with little children.

Meet Jamal

Jamal lives next door to Mrs. Martin. She is an older lady who has trouble walking. Mrs. Martin has a dog named Teddy Bear. (He is so furry he looks like a teddy bear!) Jamal takes Teddy Bear for a walk every day. Mrs. Martin wants to pay Jamal for walking Teddy Bear. Jamal says, "No thank you," when Mrs. Martin tries to give him money. He likes to walk the dog. He thinks of Mrs. Martin and Teddy Bear as friends he can help.



Meet Mr. Keller

One day, Mr. Keller got a phone call from the American Cancer Society. The lady on the phone asked Mr. Keller if he could help in the fight against cancer. She asked him if he would collect money from people on his block to give for research. He said, "Yes, I'll give my time for free." Mr. Keller knocked on the doors of all his neighbors. He asked them for money to help find a cure for cancer. Then Mr. Keller took all the money to the American Cancer Society.

How Are These Workers Special?

1. Rhonda, Jamal, and Mr. Keller all did different kinds of work. What is the same about their work?

2. Write the definition of "volunteer" here. (Use a dictionary if you need one.) _____

3. Are Rhonda, Jamal, and Mr. Keller volunteers? _____

4. Why is volunteer work important? _____

Have You Ever Done Volunteer Work?

DIRECTIONS: Write a story on the lines below about volunteer work you have done. Make sure you tell what you did, why you did it, and how doing volunteer work made you feel about yourself. If you have never done volunteer work, write about what kind of work you would like to volunteer to do and why.

[illegible]

Running a Home Is a Big Job!



There's a lot of work to be done running a home! In some ways, housework is like a career because it requires many different skills. It's also like volunteer work. No one gets paid to do housework, yet it's very important. Different families divide household jobs in different ways. How does your family handle these tasks?

DIRECTIONS: Think of all the different jobs that have to be done to keep your house "running." Make a list of the jobs below and the person who is responsible for doing them.

HOUSEHOLD JOBS	PERSON RESPONSIBLE

Capture Your Dreams

In Part 1, you learned about all the career choices you can make to capture your dreams. Let's have some fun with your new knowledge. The Indians of the Woodlands decorated their Dream Catchers with feathers, beads, shells and other objects to stand for important events in their lives. You can decorate your Dream Catcher to show all you've learned in Part 1.

DIRECTIONS: A Dream Catcher is drawn for you on the next page. Decorate your Dream Catcher to show the career choices that interest you. You can write on the web. You can draw beads, shells, feathers or anything you want. Put your decorations in the web or draw strings from the web or frame to "hang" them. Color your Dream Catcher. Be creative! Each decoration should represent a choice you've made. Write each choice on or near your decoration.

You can look back in your book to help you remember what careers you like. Listed below are some items you may also want to include on your Dream Catcher. The page numbers are given for you. Have fun!



1. Write the career cluster or clusters that sound interesting to you on your Dream Catcher. (pages 2-3)



2. Would you like to work with People and Animals, Things and Machinery, or Data? (page 6) Put your choice(s) on your Dream Catcher.



3. Would you like to work inside or outside? (page 10) Put your choice on your Dream Catcher.

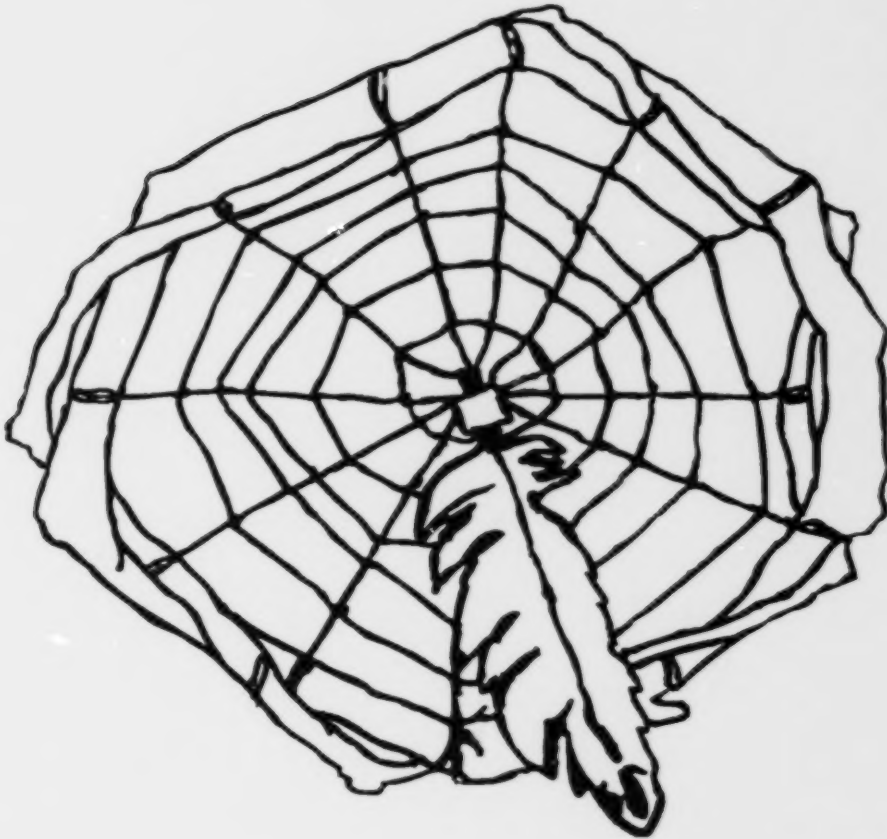


4. Do you want to be an employee or self-employed? (page 11) Put your choice(s) on your Dream Catcher.



5. What careers interest you? (pages 15-16 or any other career you'd like to add.) Put as many job titles as you want to on your Dream Catcher.

My Dream Catcher





PART 2

The Stuff Dreams Are Made Of— *Discovering Your Skills*

All through your life, you will be learning and developing skills. Your skills are what dreams are made of. The ability to make career choices in the future will greatly depend on the skills you develop in school now. Part 2 of your *Dream Catchers* book will help you discover how your skills can shape your plans for the future.

What Are Skills?

A skill is the ability to do something well. There are many kinds of skills. For example, the skills you learn in school are called “academic” skills. Skills needed for a job are called “job-related” skills. You may also have musical or artistic skills.

Have you ever thought about how many skills you have? You have developed hundreds of skills already, and you will learn more all through your life. In fact, you have so many skills now, you probably take them for granted. Just to prove that's true, follow the instructions below.

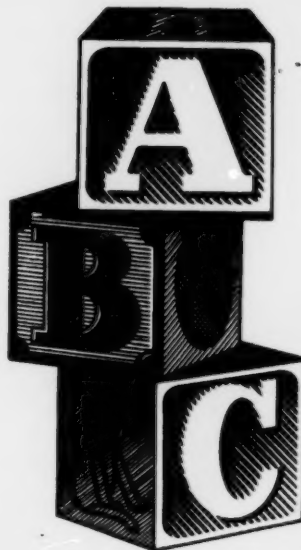
DIRECTIONS: Think about all the skills you used in order to get to school today. There are dozens if you are specific! List as many different skills as you can on the lines below. Compare your list with your classmates if your teacher will let you.

A black and white line drawing of a man in a captain's uniform standing with four children. The man is on the right, wearing a cap and a dark uniform, with his arm around one of the children. The children are on the left, wearing various casual clothes like striped shirts and shorts. They are all looking towards the left side of the frame.

Academic Skills Are Building Blocks

How many skills did you list in the last exercise? Were you surprised by how many skills you have? Skills are like building blocks. When you learn a new skill, it helps you to learn even more skills. You start with one block and end up with a tower!

A skills analysis will show you how skills are like building blocks. "Analysis" means to take something and break it down into smaller parts. To perform your skills analysis, you'll break apart some of your academic subject skills.



My Skills Analysis

Subject: WRITING

My Skill: I know how to do cursive writing.

Skill Analysis: List all the skills you had to learn before you could learn to do cursive writing.

My Skills Analysis

Subject: MATH

My Skill: _____ (Write on the line what you are studying in math now.)

Skill Analysis: List all the skills you had to learn to be able to do the math you are doing now.

Building a Skills Tower

Your "skills analysis" just showed you that a new skill is often developed from smaller skills you have learned. Here is another activity to help you learn more about skills.

DIRECTIONS: You are going to draw a skills tower. The top of the tower is a skill you have already learned—how to read. Start at the bottom and draw a block for each skill you had to learn to be able to read. Stack your "skills" in the order you learned them as best you can. (The bottom block is drawn for you.) Write the skill you learned next to each block you draw.

My Skill: I can read

Top of the Tower



Bottom of the Tower

How Strong Is Your Tower?

The activity below will show you how each individual skill is extremely important when learning skills.



DIRECTIONS: Follow the steps below.

1. Take your pencil and cross out any two blocks in your tower except the top.
2. Would you be able to read without those two blocks? Write what would happen if you tried to read without the two skills you crossed out.

3. What if the third block in your tower had a bump on top. That would make your tower weaker. Would you be able to read if that skill was weak?

4. Why is it important to learn all the new skills taught in school?

5. If you are missing a skill block or you have a weak block, what can you do to strengthen your tower?

6. What have you learned about skills with this activity?

Do Workers Need Academic Skills?

Do you know that workers need the same academic skills you are learning right now? Academic skills are learned in school. They include all the subjects you will study as a student.

DIRECTIONS: Read the stories on the next two pages about different workers and their jobs. A list of academic subjects follows each story. Circle all the academic skills each worker used to perform his or her job.



Surveying the Land

Kevin is a Land Surveyor. He studies the earth's surface to help plan how to use it. Kevin is helping to plan the building of a highway in Oregon. He studies the geography to decide the best place to put the highway. He reads lots of books and reports about building highways. He carefully measures distances, elevations and shapes of the land. Kevin keeps careful notes, records, and sketches of all his measuring. He writes reports for engineers and architects who will help plan and build the new road.

Circle the academic skills Kevin uses for his job:

Reading	Language Arts (written and verbal communication)
Math	Social Studies (geography, history, government)
Science	Foreign Language



Protecting the Lake

Lindsay is an Environmental Analyst. She does scientific research to watch and control pollution of the air, water, and land. Lindsay is working on a project to control pollution in Lake Mead. She takes water samples from the lake and tests them in her laboratory. She reads many reports and articles on water pollution. Lindsay is trying to figure out what causes the pollution. She compares her water tests to tests that were taken over the last ten years to measure the increase in pollution. Lindsay will write a report on the results of her tests and explain the history of pollution in the lake. She will also tell what causes the pollution and how it can be controlled. Many people will study Lindsay's report to decide how to stop the pollution.

Circle the academic skills Lindsay uses for her job:

Reading	Language Arts (written and verbal communication)
Math	Social Studies (geography, history, government)
Science	Foreign Language



Helping Immigrants

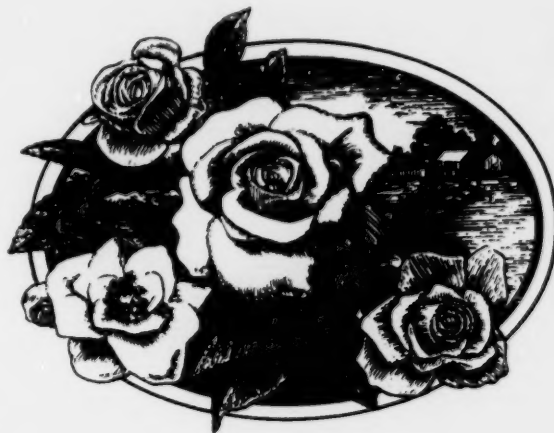
Andrew is a Social Worker. He works with people or families who need help. Andrew's job is to help immigrants (people who move from other countries) adjust to living in this country. Andrew needs to speak Spanish for his job. He has to understand the culture, traditions, and history of other countries, so he can help people adjust to our culture. He helps people learn English, find places to live, find jobs, and understand our laws. He also helps families plan how much it costs to live here and how to spend their money. He talks a lot with people explaining our customs. Andrew reads many rules, fills out many forms, and writes many reports for his job.

Circle the academic skills Andrew uses for his job:

- | | |
|---------|--|
| Reading | Language Arts (written and verbal communication) |
| Math | Social Studies (geography, history, government) |
| Science | Foreign Language |

Designing Flowers

Tanya is a Floral Designer. She arranges flowers for big events like holidays, weddings and funerals. Tanya is helping Jose and Ann plan the flowers for their wedding. They only want to spend a certain amount of money. Tanya explains the different kinds of flowers and arrangements they can use. Some flowers, like roses, cost a lot more than other flowers like daisies or carnations. Tanya helps them choose flowers in their price range. Jose and Ann will have to pay for all the work Tanya and her helpers will do. Tanya writes a report for Jose and Ann. She figures out how many flowers she will need and how much they will cost. She also adds the cost of designing the flower arrangements and decorating the church. Tanya adds all the costs together and gives her cost estimate to Jose and Ann. If they like her prices, they will hire Tanya to handle the flowers for their wedding.



Circle the academic skills Tanya uses for her job:

- | | |
|---------|--|
| Reading | Language Arts (written and verbal communication) |
| Math | Social Studies (geography, history, government) |
| Science | Foreign Language |

What Are Self-Management Skills?

All students get report cards. They show the grades students earn in academic subjects like math and reading. But report cards measure more than just grades. Look at the report card on this page. It shows the other skills that report cards measure.

DIRECTIONS: Using the marking system below, give yourself a mark in each category under "STUDY SKILLS" and "GENERAL DEVELOPMENT"

Pupil Progress Report

122

Mrs. Clark

Room

Teacher

Year

MARKING SYSTEM

- O = **Outstanding**—Student uses these skills all the time
- S = **Satisfactory**—Student uses these skills most of the time
- I = **Improvement**—Student needs to improve these skills
- X = **Unsatisfactory**—Student needs to learn these skills

STUDY SKILLS

	Listens
	Pays attention
	Follows directions
	Completes assignments
	Prepares work neatly
	Works independently
	Makes good use of time

GENERAL DEVELOPMENT

	Practices self-control
	Relates well to other children
	Respects authority
	Respects property
	Obeys school rules
	Is responsible for supplies

Comments:

ATTENDANCE REPORT

	Days present
	Days absent
	Times tardy

The skills you just marked yourself on are called "self-management skills." To be a successful worker in school or at work requires good self-management. Self-management includes personal qualities like:



GOOD WORK HABITS

A work habit is the way you do your work. Good work habits include qualities like following directions, getting work done on time, working quickly and neatly, and being prepared.





GOOD WORK ATTITUDES

A work attitude is how you feel about doing your work. Good work attitudes include qualities like being eager to try new tasks, working independently, sticking with hard tasks, being cheerful, accepting responsibility, and obeying rules.





GOOD INTERPERSONAL SKILLS

Interpersonal skills are how you get along with other people when doing work. Good interpersonal skills include qualities like cooperating, sharing, accepting others, respecting others, respecting authority, and being honest.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Do Employees Get Report Cards?

Yes! Many businesses judge how well their employees do their work. Just like your report card in school, employees get evaluations each year based on their skills. Below is an example of an evaluation form that can be used on the job.

DIRECTIONS: Read the examples below. Write "S" if the worker is being judged on a self-management skill. Write "A" if the worker is being judged on an academic skill. Put your answer on the line in front of each number.

THE FRANKLIN COMPANY ANNUAL EMPLOYEE EVALUATION REPORT

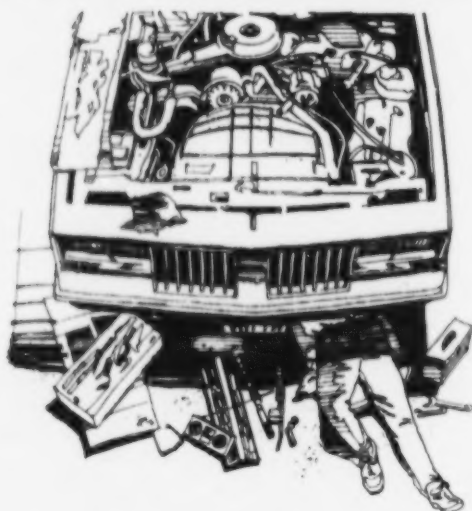
Employee: Charles Richards
Date: January 10, 1996
Evaluation given by: Kate Keller

- _____ 1. Shows concern for getting work done (productivity)
- _____ 2. Shows pride in the quality of work done
- _____ 3. Is responsible and finishes assigned tasks
- _____ 4. Is dependable—few absences, gets to work on time, willing to work extra hours to finish tasks
- _____ 5. Works well independently
- _____ 6. Displays positive attitudes toward the company and other employees
- _____ 7. Is able to write and speak effectively
- _____ 8. Is able to read and apply printed material
- _____ 9. Follows instructions
- _____ 10. Shows ambition and motivation—works hard to get ahead

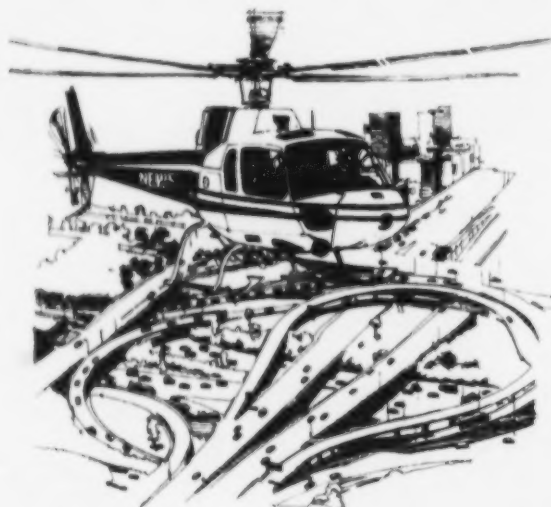
What Are Job-Related Skills?

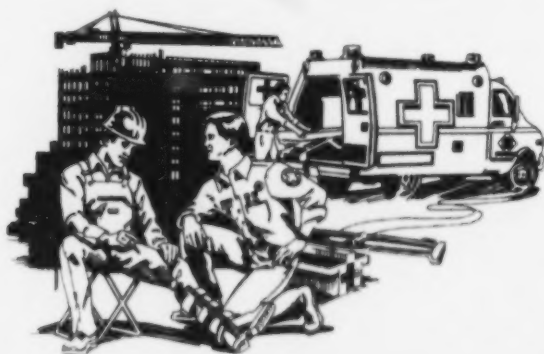
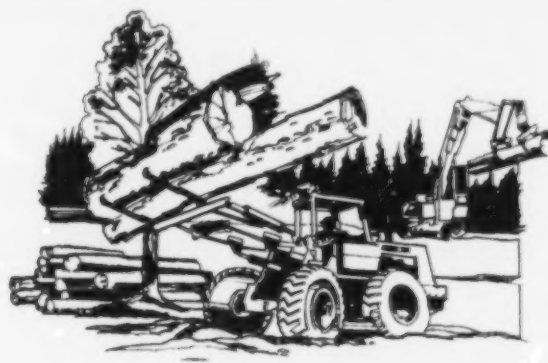
When you choose a career, you will need your academic skills and self-management skills. You will also need to learn about other important work skills. Look at the pictures of the workers below. These workers had to learn special skills for their jobs. The skills are called "job-related" because workers have to know those skills before they can do the job.

DIRECTIONS: On the line below each picture, write a job-related skill that the worker had to learn. One example is done for you.



Learn to fix car engines





Where Can You Learn Job-Related Skills?

Job-related skills can be learned in many different places. When you are older, you'll choose where you'll want to go to learn these skills. Some jobs require learning more skills than other jobs. The map shows some of the places you might go to learn job-related skills. It also gives examples of jobs you might learn there.

High School/Vocational School:

Job-related skills can be learned in high school or a vocational high school. Sample jobs: Food Service Worker, Bank Teller, Child Care Worker, Cosmetologist, File Clerk, Secretary, Bookkeeper, Printing Press Operator



On-the-Job Training: Job-related skills are learned by doing the work. An experienced worker usually helps show you what to do. Sample jobs: Cashier, Florist, Meat Cutter, Nursing Aide, Mail Carrier, Roofer, Upholsterer, Carpet Installer



Community and Junior Colleges

(2 year): These schools usually take two years. When you finish, you will get an Associate's Degree. You can go on to a four year college or university to learn more skills. Or you can go directly to a job. Sample jobs: Emergency Medical Technician, Food Service Manager, Legal Assistant, Police Work, Computer Programmer, Industrial Traffic Manager, Engineering Technician



Apprenticeship: Job-related skills are learned by both on-the-job training and classroom instruction. Apprenticeship programs can last from one to six years. Sample jobs: Electrician, Plumber and Pipe Fitter, Machinist, Photographer, Sheet Metal Worker



Colleges and Universities

(4 year): These schools usually take four years. You will study many subjects. You will also focus on one specific subject called your "major." You'll learn job-related skills in your major. When you finish, you will get a Bachelor's Degree. You can then look for a job or study for higher degrees. Sample jobs: Accountant, Teacher, Civil Engineer, Chemist, Social Worker, Meteorologist, Stockbroker, Editor

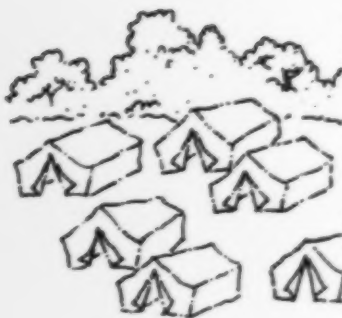
Graduate and Professional

Schools: Some jobs require very special skills. After finishing college, you may study more in graduate or professional schools. Sample jobs: Lawyer, Doctor, Counselor, Architect, Pharmacist, Veterinarian, Psychologist



Military Training:

Vocational and technical training for many jobs can also be learned in the military. When you are finished with the military, you can get a job using the skills you've learned. Sample jobs: Air Traffic Controller, Boiler Technician, Helicopter Pilot, Medical Records Technician, Pharmacy Technician, Truck Driver, Radio Operator, Engine Mechanic



Vocational, Business, and

Technical Schools: Job-related skills are learned by going to school after high school. Your program of study can take from six months to two years. Sample jobs: Dental Assistant, Power Plant Operator, Automobile Mechanic, Home Appliance Repairer, Word Processing, Licensed Practical Nurse, Real Estate Sales Agent, Commercial Artist, Computer Operator

Mapping the Future

DIRECTIONS: Find the answers to the questions below by using the job-related skills map on the last two pages. Write your answers on the line following the question.

1. How can you learn the job-related skills to be a Mail Carrier? _____

2. Can you learn job-related skills in high school or a vocational high school? _____

3. Where do you study a "major" to learn job-related skills? _____

4. What schools have programs of study that last from six months to two years? _____

5. Where can you earn an Associate's Degree? _____
6. How can you get the job-related skills to be an electrician? _____

7. Can you learn job-related skills in the military? _____
8. What kind of a degree does a teacher get? _____
9. Where can you get job-related skills to be a File Clerk? _____

10. What is on-the-job training? _____

11. Can you get a job with an Associate's Degree? What else can you do? _____

12. Where can you learn the job-related skills to be a Licensed Practical Nurse? _____

13. Does an apprentice get classroom instruction? _____
14. Where do you go to school to become a Lawyer? _____

How Is School Like a Job?

You've learned a lot in this section about skills. Were you surprised by how many school skills will be needed when you get a job? Now review some of the things you've learned about skills.

DIRECTIONS: Write the answers to the questions below.

1. Name and define the three kinds of skills workers need on the lines below:

a. _____
b. _____
c. _____

2. Right now, your job is going to school. Which skills of the three you just listed do you need now? Write them on the lines below.

-
3. Think about the adults you know who work. How is going to school like an adult working? Write down all the ways going to school and working are alike. You can write about skills or any other ways the two are alike. (*Hint:* How many days a week do you go to school?)

The Stuff Dreams Are Made Of

In Part 2, you learned that skills are the tools to build your dreams. Let's have some fun with your new knowledge. The Indians of the Woodlands decorated their Dream Catchers with feathers, beads, shells and other objects to stand for important events in their lives. You can decorate your Dream Catcher to show your skills and interests.

DIRECTIONS: A Dream Catcher is drawn for you on the next page. Decorate your Dream Catcher to show the skills you have now and skills you hope to develop in the future. You can write on the web. You can draw beads, shells, feathers or anything you want. Put your decorations in the web or draw strings from the web or frame to "hang" them. Color your Dream Catcher. Be creative! Each decoration should represent a skill. Write the skill on or near your decoration.

You can look back in Part 2 to help remember the skills you explored. Page numbers are given to help you. Listed below are some skills you may want to include on your Dream Catcher. You can also include any other of your skills. Have fun!



1. Write some of the academic skills you think you'll use when you work on your Dream Catcher. (pages 24-29)



2. Write your good self-management skills on your Dream Catcher. (page 32)



3. Add any other self-management skills you think are important to be a good worker on your Dream Catcher.

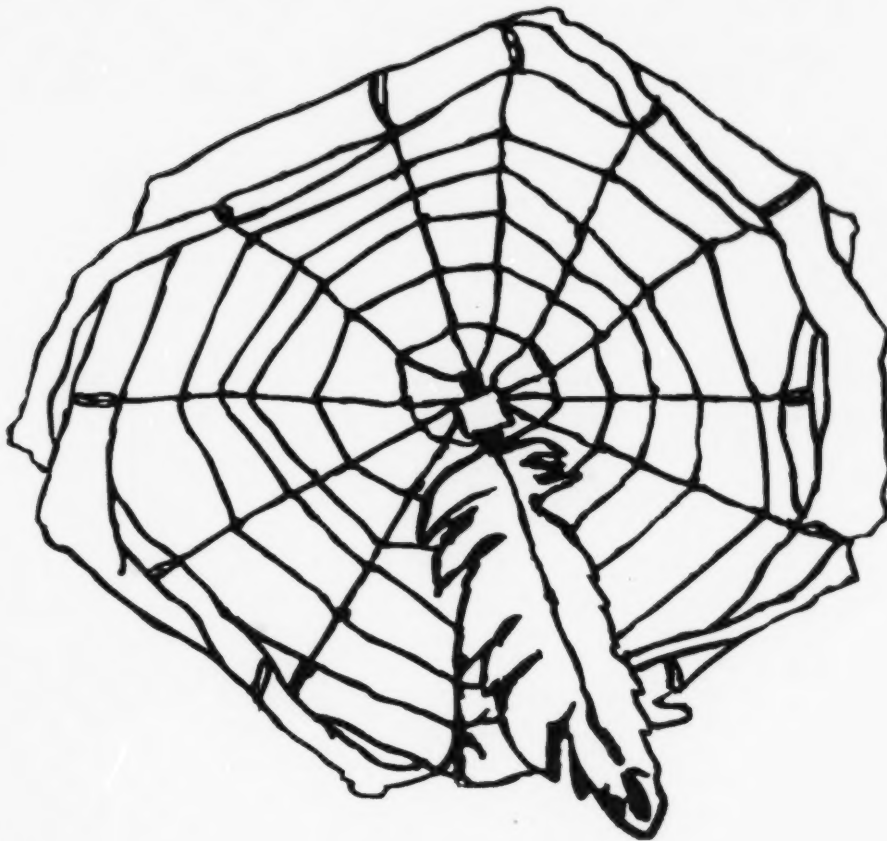


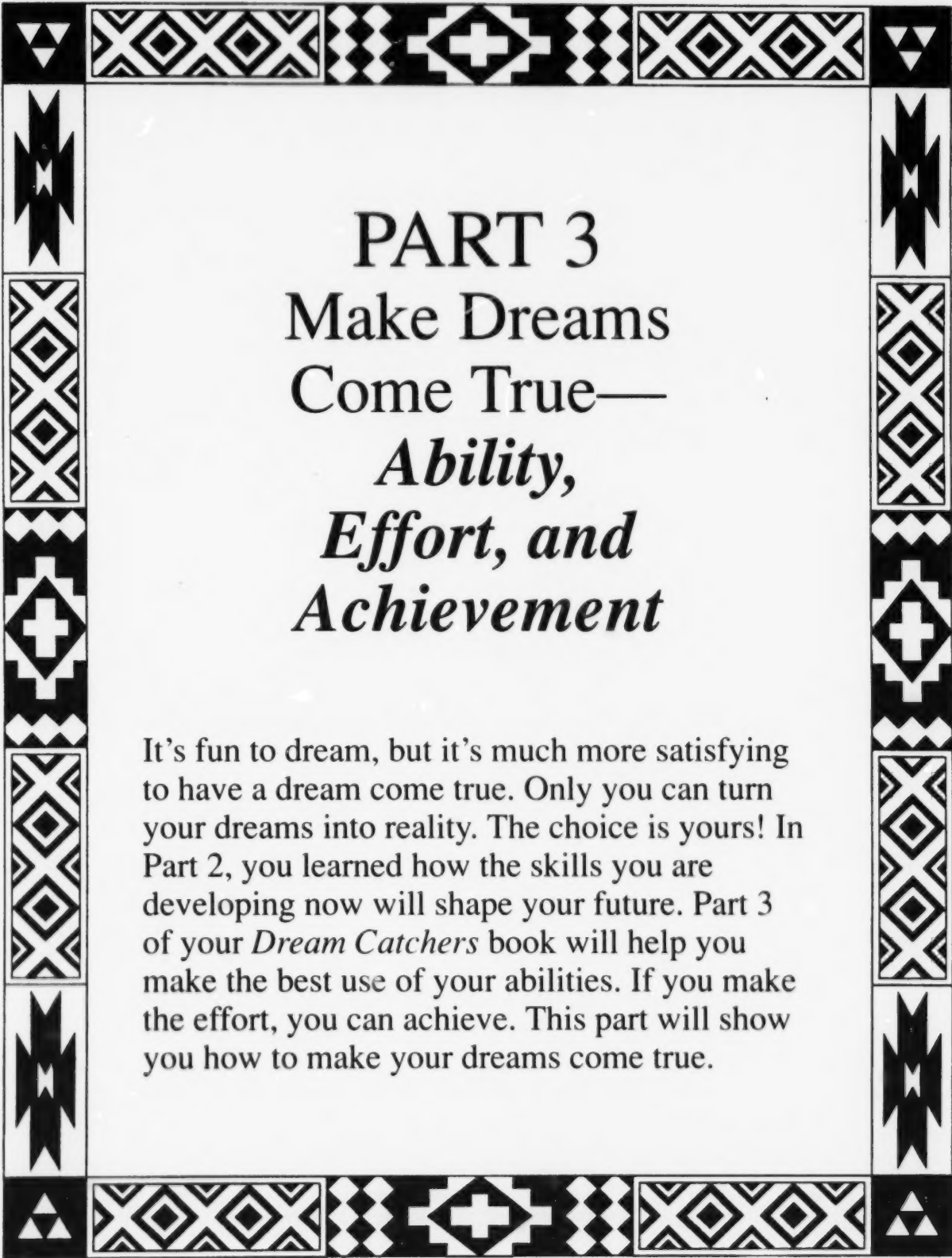
4. What job-related skills do you think you'll need to learn in the future to work at the careers that interest you? (pages 34-35). Add them to your Dream Catcher.



5. How will you learn your job-related skills? (pages 36-37) Add all the ways to learn or schools that interest you to your Dream Catcher.

My Dream Catcher



A decorative border surrounds the text, featuring a repeating pattern of geometric shapes including diamonds, crosses, and zig-zags in black and white.

PART 3

Make Dreams Come True— *Ability, Effort, and Achievement*

It's fun to dream, but it's much more satisfying to have a dream come true. Only you can turn your dreams into reality. The choice is yours! In Part 2, you learned how the skills you are developing now will shape your future. Part 3 of your *Dream Catchers* book will help you make the best use of your abilities. If you make the effort, you can achieve. This part will show you how to make your dreams come true.

A Modern Fable of the Three Little Pigs

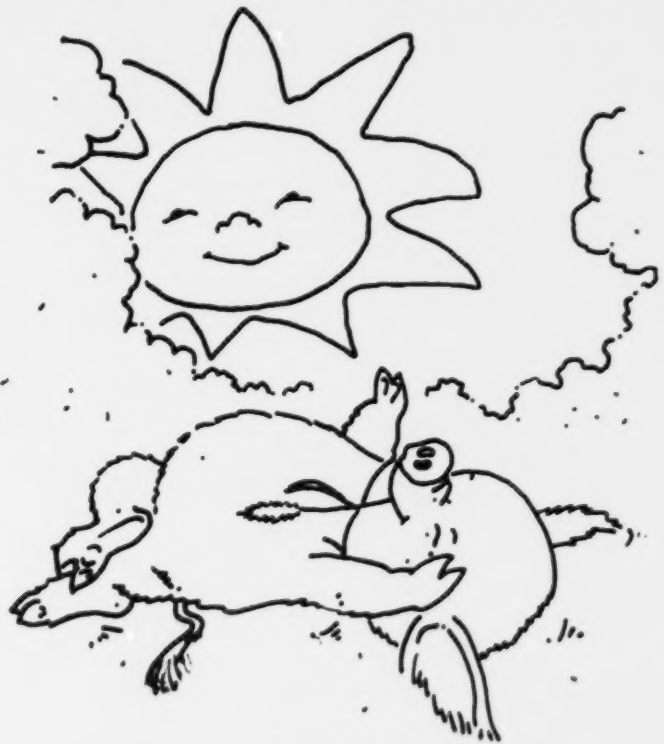
Once upon a time there were three little pigs. But, as frequently happens, the three little pigs grew up and became three big pigs. Well, at least they were big enough to leave their mother and pig sty and venture into the world. So, one sunny day, the three oinked farewell to their mother and headed down the road. They had not gone too far when the road divided into three separate paths. The pigs decided they would each go their own way. They said goodbye to each other and promised to get together soon.

Now the first pig was named "Pig I Can." After walking down his path for awhile, Pig I Can came to a beautiful clearing in the woods. It was a nice sunny spot with a pretty little pond. He said to himself, "I can build a nice little house to live in here." But although he could, Pig I Can didn't build a house right away. He wanted to play in the beautiful clearing. So he said to himself, "I can do it tomorrow." Pig I Can spent the day chasing frogs in the pretty little pond and generally rolling around in the meadow grass.

The next day dawned as beautiful as the day before. Pig I Can said to himself, "I can start building my house today, but I can also play today and start tomorrow. That's what I'll do." Thus Pig I Can, even though he had the ability, put off building his house until it was too late. Because you-know-who showed up in the houseless beautiful clearing. One look at that big hairy wolf with his glistening teeth sent Pig I Can squealing down the road. "I can run very fast," he said—and he did.

Now the second pig was named "Pig I'll Try." Just like the first pig, he found a beautiful clearing in the woods where he could build a house. His clearing had a silvery stream with a little waterfall. This pig said to himself, "I think I'll try to build a nice house to live in right here." Pig I'll Try sat down near the silvery stream to think. "I could make a nice sturdy house of bricks," he thought, "but then I'll have to try very hard." You see, the problem was that Pig I'll Try was also very attracted to the silvery stream and little waterfall. "What fun I could have sailing boats in that stream, but trying hard to build a house of bricks might take a long time," he thought.

Pig I'll Try noticed there were lots of sticks lying around in his clearing. "That's it!" he decided. "I'll build a house of sticks and there will be plenty of sticks to make boats too!" So Pig I'll Try built his house of sticks. And since he didn't try very hard, his house was soon done. Then Pig I'll Try merrily sailed his boats all day. He was just about to launch another one when he heard a terrible squealing coming down the path. He looked up and saw Pig I Can racing toward him. "Quick, quick," Pig I Can yelled, "the Big Bad Wolf is chasing me." Pig I'll Try grabbed his



brother and they both ran into the house of sticks and locked the door. "Thank goodness you built a house," said Pig I Can. "I just escaped being lunch!"

The words were barely out of his mouth when the house of sticks began to shake. Both pigs squealed in terror. "Little Pigs, Little Pigs, let me come in," roared the Big Bad Wolf. "Are you nuts?" replied the terrified pig brothers. With a mighty howl, the Big Bad Wolf started his huffing and puffing routine. The house shook wildly. A final enormous puff brought the house tumbling down on the two pigs. "Nice house," said Pig I Can. "Look who's talking," said Pig I'll Try. But this wasn't the place for a brotherly argument. "We'd better try hard to run fast," said Pig I'll Try—and they did.



Now the third pig was named "Pig I Did It." He was not as lucky as his brothers. Although he walked and walked down his path, he never found a beautiful clearing, a lovely little pond or a silvery stream. Pig I Did It was beginning to feel a little discouraged. "Maybe I'm not a big enough pig to be on my own yet," he thought, looking around the woods. But since he was on his own, Pig I Did It decided he'd better get to work. "I can chop down trees and make a beautiful clearing. I can dig a well to get cool, clear water. I can build a sturdy house of bricks to protect me from all dangers," thought the third little pig.

Well, the rest is history. After a lot of hard work, the woods were changed into a beautiful clearing. A sturdy little red brick house stood in the center with a matching red brick well to fetch cool, clear water. Getting creative, the third little pig had even dug his own pond, stocked it with fish, and built a little footbridge over it leading to his front door. When he was finished,

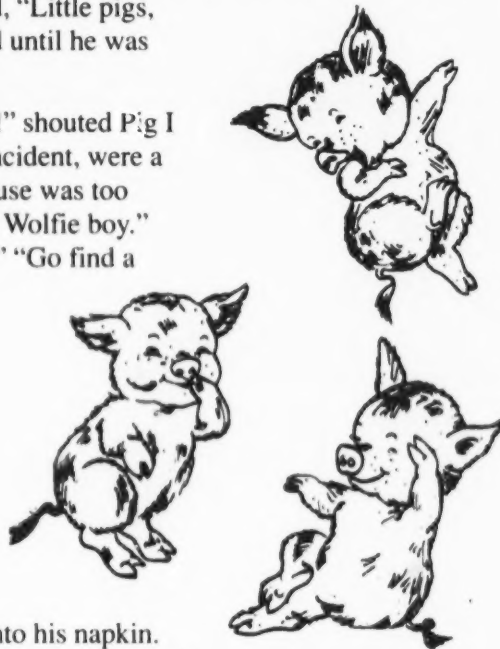


the pig stood on his footbridge, looked around at his new home, and squealed at the top of his pig lungs, "I did it!" And we all know he did it just in time. Because moments later, his two brothers came flying down the path with the Big Bad Wolf snapping at their little pig feet! The three brothers raced to the sturdy red brick house and locked the door. The Wolf howled, "Little pigs, little pigs, let me come in!" He ferociously huffed and puffed until he was foaming at the mouth and his eyes were streaked with red.

"Give it a rest, Wolfie. We may be pigs, but we're not stupid!" shouted Pig I Did It. The first two pigs, remembering the house of sticks incident, were a little nervous at first. But as it became clear that the brick house was too sturdy for the wolf, they boldly joined in the fun. "Get a life, Wolfie boy." "Some breath," yelled Pig I Can." "Who said you were bad?" "Go find a grandmother costume!" chimed in Pig I'll Try. Finally, the wolf could take no more, and he slunk off into the woods, defeated.

The pig brothers decided to give a party and invite their mother to celebrate. After a wonderful banquet, Mother Pig smiled fondly on her three little pigs and asked them what they had learned being out on their own. The first two pigs looked a little embarrassed. "I learned I can," said Pig I Can clearly. "But just having the ability isn't enough," he mumbled into his water glass. "I learned to try," said Pig I'll Try clearly. "But I didn't try hard enough," he coughed into his napkin. Fortunately for the first two pigs, their mother didn't quite hear what they said.

Now it was Pig I Did It's turn. He could be a goody-four-hooves and say, "I did it!" (especially since it's so much fun to make your brothers look bad.) He was tempted, but changed the subject instead. "Let me show you my plans for adding a hot tub to the house," he said.



DIRECTIONS: What is the moral of "A Modern Fable of the Three Little Pigs?" Write it on the lines below. Compare your answer with your classmates' answers.

Ability, Effort, and Achievement

What grade are you in now? To get there, you had to be promoted. A promotion means you successfully completed the work in the lower grade. Your teacher felt you had the ability to do the work in the next grade and promoted you. Your whole class, including you, has the ability to do the work for your grade. But, just like the three little pigs, ability is not always enough.

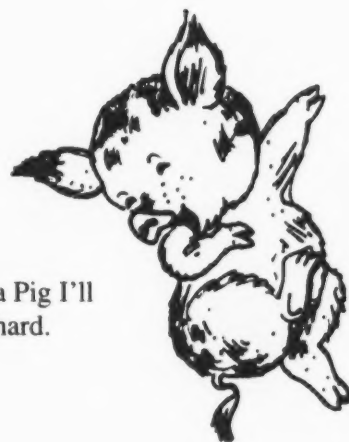
Do you know that people at work get promotions too? They get promotions because they've done good work. Often a promotion on a job means higher pay. It also means taking on new job responsibilities—the work gets harder and more complicated, just like in school. But on the job, "Pigs I Can" don't get promoted. It's what you do with your ability that counts.

Which Little Pig Are You?

DIRECTIONS: Choose a pig below. On a separate sheet of paper, write a modern fable about what you did. Make sure to give lots of details and tell what happened to you in the end. (What was your Big Bad Wolf? Did you defeat it or did it defeat you?)



Once upon a time, I was a Pig I Can. I had the ability, but didn't use it.



Once upon a time, I was a Pig I'll Try. I tried, but not very hard.



Once upon a time, I was a Pig I Did It. I tried hard and succeeded.

Know Your Strengths . . .

Can you improve? Of course you can—if you make the effort. To improve your skills, the first step is to know what you're good at and what you're not so good at. Then you can set to work improving your weak areas. The next several pages will give you ways to improve your academic achievement.

Identifying Strengths

DIRECTIONS: List three school subjects on the lines below that you enjoy the most or do the best in. Try to explain why you like or do well in these subjects.

SUBJECT	REASONS WHY THIS SUBJECT IS A STRENGTH
---------	--

1. _____	_____ _____ _____ _____
----------	----------------------------------

SUBJECT	REASONS WHY THIS SUBJECT IS A STRENGTH
---------	--

2. _____	_____ _____ _____ _____
----------	----------------------------------

SUBJECT	REASONS WHY THIS SUBJECT IS A STRENGTH
---------	--

3. _____	_____ _____ _____ _____
----------	----------------------------------

... and Weaknesses

Identifying Weaknesses

DIRECTIONS: List three school subjects on the lines below that you enjoy the least or do not do well in. Try to explain why you don't like or have problems in these subjects.

SUBJECT	REASONS WHY THIS SUBJECT IS A WEAKNESS
---------	--

1. _____	_____ _____ _____ _____
----------	----------------------------------

SUBJECT	REASONS WHY THIS SUBJECT IS A WEAKNESS
---------	--

2. _____	_____ _____ _____ _____
----------	----------------------------------

SUBJECT	REASONS WHY THIS SUBJECT IS A WEAKNESS
---------	--

3. _____	_____ _____ _____ _____
----------	----------------------------------

Turning a Weakness into a Strength

DIRECTIONS: Ramon's weakness is math. Read his story and try to help him.

Ramon had never had too much trouble in math. But this year was different. Now math was hard to understand. When the teacher explained a problem, he was often confused. He didn't like to ask the teacher to go over it again. He thought he'd look "dumb." He was also afraid the teacher would think he wasn't listening. He did daydream more during math now because he didn't understand what the teacher was saying.

Ramon started getting a lot of problems wrong on his homework. This made him mad and upset, so he usually crumpled up his homework and threw it away. Sometimes he wouldn't even turn in his homework because he just didn't understand it. When tests came around, Ramon didn't know how to study for them. He'd just look over the chapter the night before the test. Ramon was really afraid he was going to fail math.



DIRECTIONS: Write the causes of Ramon's problem in the left column below. Check the story to make sure you list them all. Then fill in the right column. Give specific solutions to help Ramon improve in math.

CAUSES OF RAMON'S PROBLEM

HOW CAN RAMON IMPROVE?

You Can Improve Too!

DIRECTIONS: Pick one of the subjects you identified as your weakness. (See page 49) Then fill in the chart below. Try to be specific with your solutions. For example: **Causes of My Problem** — I forget to take my books home. **How Can I Improve** — Write down the books I need in an assignment notebook.



My Work Improvement Plan

Name: _____

I need to improve in (name subject) _____

CAUSES OF MY PROBLEM

HOW CAN I IMPROVE?

Managing Your Study Time

Did your "Work Improvement Plan" include adding more time to study? To improve takes practice, and practice takes time. But you don't want to spend all your time studying! Maybe you should learn how to manage your time better. Time management means using your time efficiently. An efficient worker works hard, doesn't waste time, and gets the job done well!



DIRECTIONS: To become a more efficient worker, first you need to discover how you use your time. Follow the steps below to learn more about yourself and what you do with your time.

STEP 1: Make a Journal

- Staple eight pieces of lined notebook paper together. (Or you can use a spiral notebook.)
- Make a cover for your journal. Call it "My Time Journal" and put your name on the cover. You can decorate the cover if you wish.
- Make a journal entry page for each day of the week. Design your pages just like the sample on the next page.

STEP 2: Write Down Everything You Do Each Day for a Week

- Make journal entries regularly during the day. If you wait until late at night, you'll forget what you did. Remember to take your journal home every night!
- If your teacher gives you study time during the school day, record it in your journal.

STEP 3: Discover How You Use Your Time

- At the end of the week, make a list of all your activities during the week, such as school, eating, watching TV, etc.
- Add up all the hours for the whole week that you spent on each activity. Write the total next to the activity on your list. For example: Watching TV—Total hours: 20

Sample Time Journal

MONDAY

6:00 a.m.		6:30 a.m.	
7:00		7:30	
8:00	<i>Got up, dressed</i>	8:30	<i>Ate breakfast, walked to school</i>
9:00	<i>School</i>	9:30	<i>School</i>
10:00	<i>School</i>	10:30	<i>School</i>
11:00	<i>School</i>	11:30	<i>School-study time</i>
12:00 p.m.	<i>School (ate lunch)</i>	12:30 p.m.	<i>School</i>
1:00	<i>School</i>	1:30	<i>School</i>
2:00	<i>School</i>	2:30	<i>School</i>
3:00	<i>Went home, had snack</i>	3:30	<i>Walked dog, played outside</i>
4:00	<i>Paper route</i>	4:30	<i>Watched TV</i>
5:00	<i>Watched TV</i>	5:30	<i>Set table, helped with supper</i>
6:00	<i>Supper</i>	6:30	<i>Played outside</i>
7:00	<i>Did homework</i>	7:30	<i>Talked on phone, watched TV</i>
8:00	<i>Watched TV</i>	8:30	<i>Took a shower, put on PJs</i>
9:00	<i>Snack, watched TV</i>	9:30	<i>Went to bed, read book</i>
10:00	<i>Read book</i>	10:30	<i>Lights out!</i>
11:00		11:30	
12:00 a.m.			

A Time Management Quiz

DIRECTIONS: Use your "Time Journal" to answer the following questions. Then check your answers by using the rules below.

1. On weekdays, did you do your homework about the same time? Yes No
2. Did you start studying before 8:00 p.m. each night? Yes No
3. Did you study each night during the week? Yes No
4. How many hours did you spend studying during the week? Hours _____
5. Did you go to bed about the same time each night? Yes No
6. How much sleep did you usually get each night? Hours _____
7. How much time per week did you spend watching TV and movies or playing video games? Hours _____

The Golden Study Rules

RULE #1:

Set a regular time period to study each weekday and on the weekend and stick to it. Don't make it late at night or you'll be too tired to work well.

RULE #2:

Study every night even if you don't have assigned homework. You can read books or magazines, review and practice subjects where your skills are weak, or study ahead.

RULE #3:

Get enough sleep. Students your age should sleep 8-10 hours each night.

RULE #4:

Cut down on the number of hours you watch TV and movies or play video games. Ten hours a week should be the most time you spend.





Setting Achievement Goals

You know a lot now about your weaknesses and how you spend your time. You can use that information to improve your schoolwork. Use your "Work Improvement Plan" on page 51 and your "Time Journal" on page 53 to help set achievement goals.

DIRECTIONS: Fill in the goal plan below. Your teacher may want you to copy your goals on a separate sheet of paper. You can take it home and show your parent(s) or guardian(s). They can help you reach your goals. Good Luck!

MY ACHIEVEMENT GOALS

GOAL # 1: My study time during the week will be between _____ p.m. and _____ p.m.

GOAL # 2: On weekends, I will study on (give day and time).

GOAL # 3: I will spend more time on these subjects
(your weaknesses): _____

GOAL # 4: On weekdays, I plan to be in bed with the lights out
by _____ each night.

GOAL #5: I will only watch TV and movies or play video games
for _____ hour(s) on weekdays and
_____ hours on weekends.

Organizing Your Workplace at Home

Where you study at home can make a big difference in how efficient you are. A poorly organized workplace can cause you to waste time. It can also make it difficult to concentrate on your school work. To judge how good your workplace is, take the quiz below. Be honest!

MY WORKPLACE QUIZ	CIRCLE YOUR ANSWER	
1. I usually sit on an easy chair or the couch to do my homework.	Yes	No
2. I often study in front of the TV.	Yes	No
3. I often do my homework with friends.	Yes	No
4. I get up and get snacks when I'm studying.	Yes	No
5. I often listen to music when I do my homework.	Yes	No
6. I usually have to search for paper, pencils, and other supplies.	Yes	No
7. I often answer the phone when I'm studying.	Yes	No
8. My friends sometimes come over when I'm studying.	Yes	No
9. Other people in the house bother me when I'm studying.	Yes	No
10. I frequently forget to bring home the books I need from school.	Yes	No

ANSWER KEY: If you have more than four "Yes" answers, you need to improve your workplace. See the next page for help!

My Workplace Plan

DIRECTIONS: Fill in the blanks below to design your study workplace.

1. Where will I work? (You need a desk or table, good lighting, and a quiet place.)

2. What supplies will I need? (List everything you should have for all subjects.)

3. Where will I keep my supplies? (A desk drawer is great. A shoe box or some other container will also work. Plan a place to keep your box.)

4. How can I remember to bring home the books I need?

5. What "Study Rules" should I follow? (You need quiet and no interruptions from people, the phone, TV etc. to concentrate best. Get snacks before you start. Write your rules.)

6. Who will I study with? (Most of the time, it's more efficient to study alone. List the times when it would be O.K. to study with friends.)

Make Dreams Come True

In Part 3, you learned that you have to work hard to succeed. You can make dreams come true if you use your abilities. Let's have some fun with what you've learned about ability, effort and achievement. The Indians of the Woodlands decorated their Dream Catchers with feathers, beads, shells and other objects to stand for important events in their lives. You can decorate your Dream Catcher to show your abilities and the goals you've set for yourself in Part 3.

DIRECTIONS: Draw a Dream Catcher on a separate sheet of paper. Decorate your Dream Catcher to show your abilities and goals. You can write on the web. You can draw beads, shells, feathers or anything you want. Put your decorations in the web or draw strings from the web or frame to "hang" them. Color your Dream Catcher. Be creative! Each decoration should represent an ability or goal. Write them on or near your decoration.

You can look back in Part 3 to review goals you set for yourself. Page numbers are given to help you. Listed below are some items you may want to include on your Dream Catcher. You can also add any of your other skills. Have fun!



1. Write your strengths on your Dream Catcher. (page 48)



2. Write your goals for improving your schoolwork on your Dream Catcher. (page 51)



3. Add your achievement goals to your Dream Catcher. (page 55)



4. Add some of your workplace plan goals to your Dream Catcher. (page 57)



5. Write your study rules on your Dream Catcher. (page 57)



6. Add any other goals you would like to achieve now or in the future.